DOCUMENT RESUME

ED 075 827 24 CS 200 485

TITLE	Human Language, Unit II: Language Curriculum, Level C [Grade Three]; Teacher's Guide.
INSTITUTION	Oregon Univ., Eugene. Oregon Elementary English Project.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-8-0143
PUB DATE	71
CONTRACT	OEC-0-8-080143-3701
NOTE	41p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Animal Behavior; *Communication (Thought Transfer); Curriculum Guides; *English Curriculum; *Grade 3; *Grade 4; Language; Language Arts; Language Programs; Nonverbal Communication; Teaching Guides; Verbal Communication
IDENTIFIERS	Animal Communication; *Oregon Elementary English Project

ABSTRACT

Developed by the Oregon Elementary English Project, the lessons in this second of a two-part unit on the human language intended for grades three and four revolve around the character Sad Sam, who gets lost in the woods and happens to observe four animals (bears, raccoons, geese, and robins). Having been introduced to Sad Sam in lesson 1, the students in lesson 2 are provided with background data for the concepts that animals have a communication system, can produce and understand messages, and use arbitrary signals. Lesson 3 reviews some of the characteristics of animal communication systems. Lesson 4 asks students to make some first-hand observations of animal communication and draw some conclusions about it. Lessons 5 and 6 compare animal communication to the human language. And, finally, lesson 7 concentrates on the unlimited nature of human language and the many kinds of things that can be communicated because of this system. Each lesson is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and student exercises. A bibliography of additional information on animal communication is included as well as a packet of supplementary materials to be used with lessons 4 and 6. (For Unit I on the Human Language, see CS 200 484.) (See CS 200 482-483 and CS 200 486-499 for related documents.) (HS)

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ED 075827

Language Curriculum, Level C

Unit II

HUMAN LANGUAGE

Developed under contract with the
United States Office of Education
Department of Health, Education, and Welfare

by

The Oregon Elementary English Project
University of Oregon
Eugene, Oregon
1971

CS 200 485

Unit II
Human Language

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Unit II
HUMAN LANGUAGE
(seven lessons)

BEFORE YOU BEGIN, BE SURE YOU HAVE:

1. Student lessons 1, 2, 3, and 5. Lesson 2 has an introduction and four sections.

2. Supplementary Material:
   for lesson 4, sheet called "Animal Watching," to reproduce for each student or put on overhead
   for lesson 6, sheet called "Who Would Say It?" to reproduce for each student or put on overhead

3. Slips of paper or tagboard to put sentences on for lesson 7.

4. A sense of humor.

PURPOSE:

1. To compare animal systems of communication with human language.

2. To help students discover that animal systems are much more limited than human language.

3. To help students discover that human language enables us to go ahead and back in time and to communicate about what is far and near, and that it is an essential part of human life.

WHAT YOU NEED TO KNOW TO TEACH THIS UNIT:

This unit logically should follow Unit 1 on COMMUNICATION SYSTEMS. It builds on the concepts developed there and reinforces them. But whereas Unit 1 was concerned with various communication systems used by man, this unit is concerned with comparing animal systems and human language. Both units should make children aware of language and increase their appreciation for it. Lessons from Units 3 and 4 can be taught along with this unit (see suggested sequence in overall introduction to curriculum), but the lessons here are sequential, and you may want to teach right through the unit before going into any others.

BACKGROUND INFORMATION:

All living creatures have a system of communication ranging in complexity all the way from the simple tactile movements of single-cell creatures to the complex system we call human language. Although the systems differ greatly in many ways, it is possible to identify certain

characteristics which they have in common. For example, all systems use signals of some kind which are related to meaning. Some signals may be tactile (based on the sense of touch); in some systems the signals are visual; in some they are sound signals. The simpler systems have very few signals and use each one in isolation. The more complex systems have more signals and use them in combinations. But even in the most complex systems, the signals can be combined in such a way that a limited number can be used to produce an unlimited number of messages. For example, human languages use a limited number of sounds but combine them to produce thousands of words which can be combined to produce an unlimited number of sentences.

In this unit we are concerned at first with some characteristics which all of the systems have in common--namely, 1) all use signals which have meaning; 2) the signals are arbitrary--that is, they have no necessary connection with the meaning associated with them; 3) the users of each system understand the meaning associated with the signals and how the system works; and 4) in most systems each one of the users can both produce messages and understand them. Students identified these characteristics in the communication systems they studied in Unit 1. They are reinforced here.

Human language differs from the natural communication systems of other creatures in two important ways: 1) whereas some of the other systems are limited both in the number of messages that can be produced and in the content of the messages, human language is an unlimited system; and 2) animal systems seem to be triggered by immediate stimuli, that is, by what is at hand at the moment: present danger; present hunger; present affection; present discomfort or well-being; a present threat to territory. Human language, on the other hand, does not have to be triggered by immediate stimuli. Man can communicate with human language about what has happened long ago and far away, about what may happen in the future, and about what may never happen. Man can communicate about anything that he can think about. It is hard to imagine human life without human language, and there is certainly a relation between man's language and the complex civilizations he has developed.

RESUMÉ:

The lessons of the unit are tied together by the character of Sad Sam, a little boy who in the first lesson gets lost in the woods, happens to observe four non-human creatures (bears, raccoons, geese, and robins). The second lesson examines some specific details about the communication systems of these four kinds of creatures. Lesson 3 reviews some of the characteristics of the various systems of animal communication. Lesson 4 asks students to make some first-hand observations of animal communication and draw some conclusions about it. Lesson 5 turns to human language systems. Finally, in lesson 6

students compare human language with animal systems and discover a way in which human language differs: it enables us to go back in time and ahead in time. Lesson 7 concentrates on the unlimited nature of human language and the many kinds of things we can communicate because of this system.

If you would like further information about animal communication, the following material will be helpful:

(movies)

Animals and How They Communicate. Coronet, 1966. 11 min. color. Grades 4-12.

Beaver Valley, Walt Disney, 32 min. color.

(student)

Evans, William F. Communication in the Animal World .

Gilbert, Bil. How Animals Communicate. Pantheon Books, New York, 1966.

Goudey, Alice E. Here Come the Squirrels. Charles Scribner's Sons, New York, 1962. (There are similar books on lions, wild dogs, raccoons, s als, elephants, dolphins, bears, beavers, bees, deer, and whales.)

Pettit, Ted S. Animal Signs and Signals.

Selsam, Millicent E. The Language of Animals.

Teale, Edwin Way. Insect Friends. Dodd, Mead, & Co., New York, 1955.

Williamson, Margaret. The First Book of Bugs. Franklin Watts, Inc., New York, 1949.

(adult)

Altmann, Stuart A., ed. Social Communication Among Primates. Univ. of Chicago Press, Chicago, 1967.

Borgese, Elizabeth Mann. The Language Barrier: Beasts and Men. Holt, Rinehart & Winston, New York, 1968.

Cahalane, Victor H. Mammals of North America. The Macmillan Co., New York, 1947.

Devoe, Alan. This Fascinating World. McGraw-Hill Book Co., Inc., New York, 1951.

Evans, Howard Ensign. Life on a Little-Known Planet. E. P. Dutton & Co., Inc., New York, 1968.

LeComte, Jacque. Animals in Our World. Holt, Rinehart, & Winston, New York, 1966.

Litly, John Cunningham. The Mind of the Dolphin. Doubleday & Co., Inc., Garden City, N. Y., 1967.

Lorenz, Konrad Z. Man Meets Dog. Penguin Books, Baltimore, 1953.

McGill, Thomas E., ed. Readings in Animal Behavior. Holt, Rinehart, & Winston, New York, 1965.

SAD SAM

PURPOSE:

To introduce students to some kinds of animal communication and to raise questions about them as motivation for subsequent lessons.

MATERIALS:

Student lesson, "Sad Sam," to hand out to each student.

SUGGESTED PROCEDURE:

1. You might introduce the story by discussing the title. Ask students who they think Sad Sam is. Why is he sad? What things make them sad? etc.

2. Have the students read the story by themselves, or read it to them. It should be enjoyable either way.

3. Because the end of the story is missing, students have an opportunity to provide their own ending. This could be a springboard for a composition assignment, either oral or written. Here are several possibilities:

   a. Have students write a composition explaining what they think happened.

   b. Have students present oral compositions on how they think the story ended.

   c. Simply have students discuss possible endings.

Whatever method you choose, discuss briefly the following questions:

1. Do you think the animals in the story were communicating? (If students haven't studied Unit 1, "Communication Systems," you should define the word communicate. If they have studied it, remind them of what it means.)

2. How do you think they were doing it?

3. Have you ever seen animals communicate?

POSSIBLE EXTENSION:

Have the students draw Sad Sam watching the animals. They could write Sam's thoughts and also those of the animals.

SAD SAM

Meet Sad Sam. He is a boy that always gets lost. No matter where he goes, he strays away. That is why he is so sad.

Today, Sam's mother asked him to go to the store and buy some bread. Well, Sad Sam got lost again.

Instead of going to the store he went to the woods. Before he knew it, he was deep inside the woods. Sam thought about getting out, but how could he? There was no one to tell him the way out. He heard many birds singing, but how could they help?

Sad Sam looked and looked for someone to help him, but all he saw was animals. First he saw a bear. It did a funny thing. Sam saw it claw and scratch a tree.

Then another bear came along and scratched the same tree. The second bear couldn't reach as high as the first, so he left. Sad Sam wondered about this. Why did the bears scratch the tree? Why did the second bear leave?

Sam wandered on for a while. Pretty soon he saw some raccoons. They were sitting on a branch of a tree. Sam saw them stick their tongues out and make some very funny faces. He laughed so hard that he fell over a log. As he lay on the ground he looked around and saw a pond behind him. Swimming on the pond were some geese. They were making sounds that became louder and louder. All of a sudden the geese flew away.

"Gee," thought Sam, "Did those geese tell each other to fly away?"

Sam had many questions. Why were the animals doing all those things? How would he get home? Just then he heard a voice say, "Hello."

WHAT DO YOU THINK HAPPENED NEXT?

SAD SAM'S ANIMALS

PURPOSE:

To provide background data for the concepts:

Animals have a communication system.
Animals can produce and understand messages.
Animals use arbitrary signals.

MATERIALS:

Student lesson, "Sad Sam's Animals," for each student. It has an introduction and four sections.

SUGGESTED PROCEDURE:

(Note: This lesson should take more than one day.)

1. You might begin by reminding students of the story about Sad Sam and the animals he saw in the woods.

2. You can handle the student material in any of a variety of ways, depending on the reading ability of your class. Here are four possibilities:

   a. You could hand out all of the material to each student, section by section, and have all the students read each of the sections and answer the student questions either as an oral or a written exercise. You could follow up each of the separate sections with the discussion questions (listed below).

   b. After reading the first page with your students, small groups could be formed to read, analyze, and compile the data, each one taking a different section about one of the animals. The groups could answer the questions in the student material in their groups. Then a large group discussion could be held to "share" information. Perhaps an oral reporting system could be used. After the report on each section, you could follow up with the discussion questions on each story.

   c. As they follow, you could read the material to your class, section by section, discussing both the questions in the student material and the discussion questions below.

   d. Perhaps you would like to take four days on the lesson, doing one animal each day, and combine it with a science lesson on the animal. In that case, you would want to bring in

additional information about the animals. If you choose this method, don't fail to take up the discussion questions below and to emphasize the communication system the animal uses.

3. When introducing the section on the Burly Bear, define the word area. Remind students that in any communication system, the users of the system must know what the signals mean.

   Before introducing the section on the Raccoons, remind students of the meaning of facial. Ask students if they know of any other creature that communicates by facial expressions. (Humans, as they learned in the previous unit.)

   Before introducing the section on Geese, define visual. Ask students what are some visual signals humans use. (Street signs, traffic lights, etc.)

   In the section on Birds, be sure students understand the word territory.

4. Answers to the questions in the student lessons, and follow-up questions for class discussion:

   I. The Burly Bear

   Answers to questions in student material:

   1. How does a bear tell another bear how big he is?
      (A bear tells other bears how big he is by how high he can leave claw marks on a tree.)

   2. How did the second bear understand the message? How do you know?
      (The second bear showed that he understood the message by trying to reach as high as the first bear and then, when he failed, leaving the area.)

   3. What do the tree scratches mean to the second bear?
      (The tree scratches mean "This area is mine.")

   4. Would you say that bears communicate? How can you prove your answer?
      (Obviously bears do communicate. The way the second bear reacted to the scratches indicated that they do. He understood the message.)

Follow-up questions to use in class discussion:

How did the bear mark his trail? (By placing mud on the tree and rubbing up against it.)

How are other bears able to understand the marks on the trees? (They know the meaning of the signals. They understand the system.)

Can you think of any other ways in which bears might mark their trails? Give some examples. (Answers will vary. This question should be used to help students see that the signals themselves are somewhat arbitrary. As long as the bears all understand what they mean, it doesn't matter what the signals are.)

II. The Raccoons

Matching game in student material

Picture 3 goes with A
Picture 2 goes with B
Picture 1 goes with C

Answers to questions in student material:

1. How do raccoons communicate? (By facial expressions.)

2. If a raccoon were angry, how would he let another raccoon know? (By a mean look on his face.)

3. Draw a raccoon face. (You might have a display of the student drawings.)

Follow-up questions to use for class discussion:

1. What other messages could raccoons give with facial expressions? (Answers will vary. Students might suggest fear, danger, affection, etc.)

2. What are some messages that raccoons could not give with facial expressions? (Answers will vary. Students might suggest such things as directions for getting home; where to find food; where they were last week; etc. The point of the question is to help students see that the raccoons have a limited system.)

3. Why are facial expressions a limited means of communication? (Other raccoons must be able to see the face of the raccoon making the facial expression. It is almost impossible to show anything but feelings by facial expressions.)

III. Geese

Answers to questions in student material:

1. What is the first thing that geese do when they want to tell other geese that it is time to fly away? (Begin to make a soft noise.)

2. What happens to the noise signal as more geese understand it? (It gets louder.)

3. What is the final signal that the geese make just before they fly away? (The geese begin to shake their heads.)

4. Why do you think that the geese in the story about Sad Sam flew away? (Answers may vary. Probably because Sam frightened them.)

Follow-up questions to use for class discussion:

1. How do visual signals--that is, signals that we see--limit communication? (The sender and receiver must be in sight of each other.)

2. Could geese use any other signals as a signal to take off? What signals? (Answers will vary. Again, the purpose is to help students see that the signal has no necessary relation to the message. It is arbitrary. For example, geese might make a different kind of noise for the final signal. They might flap their wings.)

IV. Birds

Answers to questions in student material:

1. How does a robin tell another robin to stay out of his area? (By the kind of song he sings.)

2. Do birds have only one song? (Obviously not.) If not, what are some of the different kinds of songs they have? (Territorial songs, fighting songs. Students may suggest such things as hunger songs, etc.)

3. How do birds fight? (With a fighting song.)

4. Do you think this is a good way to fight? Why? (Answers will vary. Make students support their answers.)

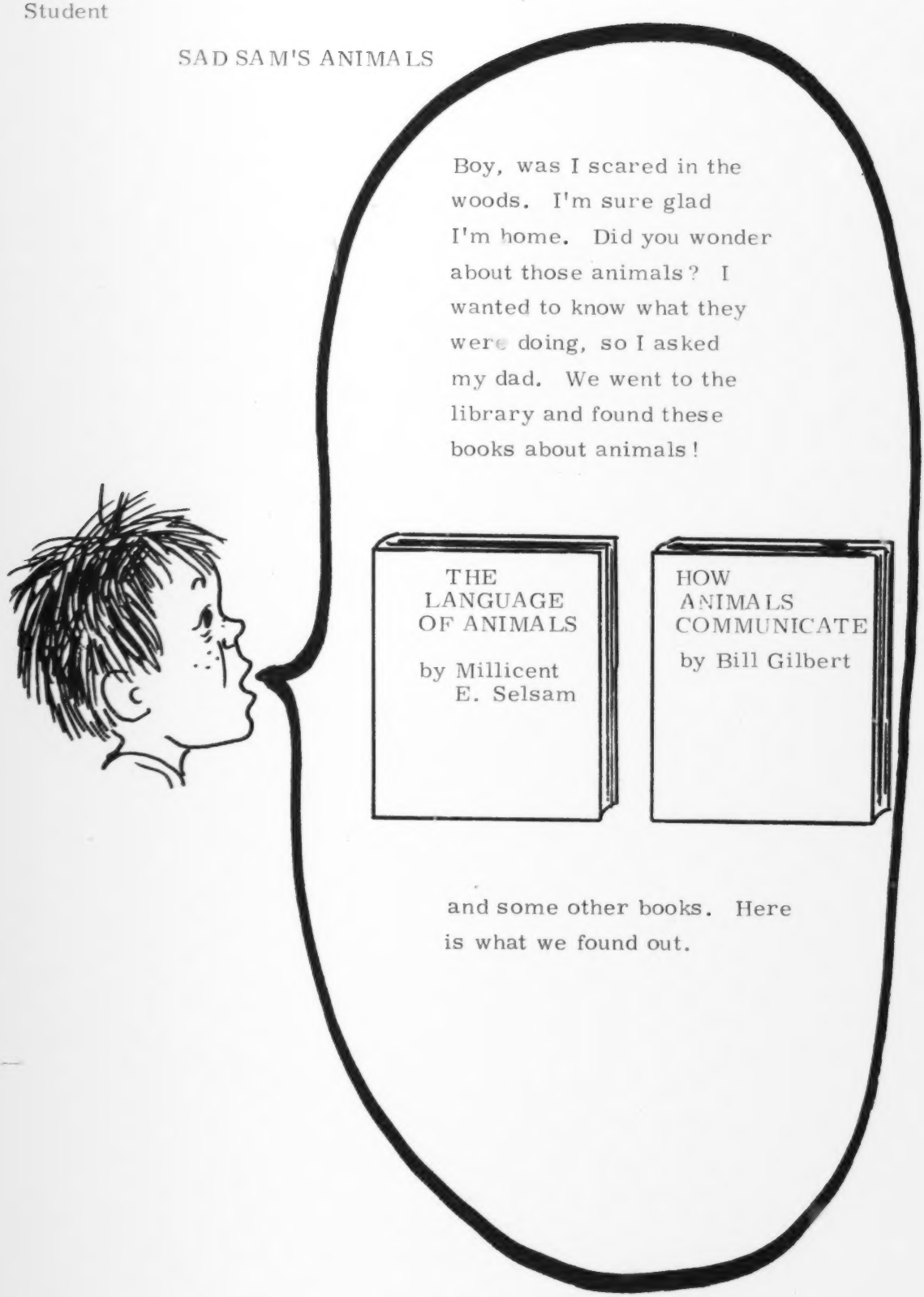
Follow-up questions for class discussion:

1. How is the way robins communicate different from the way geese communicate? (The geese shake their heads. Otherwise, they use a kind of noise as do the robins.)

2. Why are robins able to understand each other? (Because they all know the same system.)

3. Can one robin understand messages of other robins? Can it give messages to other robins? How do you know? (Robins can both give and receive messages from other robins.)

SAD SAM'S ANIMALS


Boy, was I scared in the woods. I'm sure glad I'm home. Did you wonder about those animals? I wanted to know what they were doing, so I asked my dad. We went to the library and found these books about animals!
THE LANGUAGE OF ANIMALS
by Millicent E. Selsam
HOW ANIMALS COMMUNICATE
by Bill Gilbert
and some other books. Here is what we found out.

I. The Burly Bear

Bears use a kind of sign language. One bear stands on his hind legs by a tree and reaches up as high as he can. He then makes deep scratches with his teeth and claws on the bark of the tree. This lets other bears know this area is his. The next bear to come upon the tree sniffs the tree, looks at the marks, and tries to scratch higher than the first bear.

If he can't reach any higher, he moves on to another place. He knows the first bear is bigger than he is.

Bears use another kind of sign language to mark trails. They put mud on a tree and rub against it so that their body smell and hair is left in the mud. This is a trail sign for other bears to follow. If another bear comes to the area and smells or sees the mud mark, he knows that there is another bear in the area.

How Well Did You Read?

1. How does a bear tell other bears how big he is?
2. How did the second bear understand the message? How do you know?
3. What do the tree scratches mean to the second bear?
4. Would you say that bears communicate? How can you prove your answer?

A word for your word bank:

II. The Raccoons

Sam and his father found that raccoons use facial expressions to communicate with just as we do. If you see someone with a face like this , you know he is happy. His face tells you so. He doesn't have to say a word. Raccoons tell other raccoons how they feel with their faces too. They stick out their tongues and curl up their noses if something tastes bad. This tells other raccoons not to taste it. They have other facial expressions that show when they are happy or sad or angry.

Here is a matching game:

Directions: Match the raccoon face with the message it fits.

1.

2.

3.

A. Food tastes bad.

B. Food tastes good.

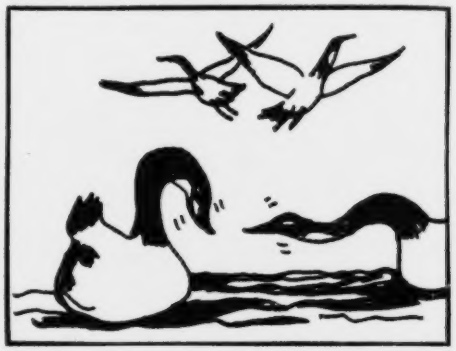
C. Danger is near

How Well Did You Read?

1. How do raccoons communicate?
2. If one raccoon were angry, how would he let another raccoon know?
3. Draw a raccoon face that would tell another raccoon that he is sad.

III. Geese

When geese communicate they move their heads and make a honking sound. When a flock of geese are ready to fly away, the sounds they make begin softly at first and then get louder and louder and faster and faster. Pretty soon a few geese begin to shake their heads from side to side. Then other geese shake their heads. This is a signal to leave. It is a visual signal. The honking sounds and the head shakes are part of their communication system. This is a picture of how it works:



1.	2.	3.	4.
soft noise	noise gets louder and faster	geese shake their heads	geese fly away

How Well Did You Read?

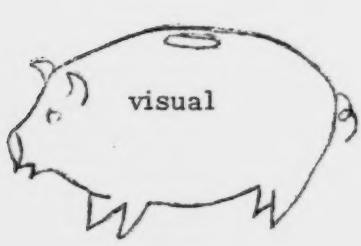
1. What is the first thing that geese do to tell other geese that it is time to fly away?

2. What happens to the noise signal as more geese understand it?

3. What is the final signal that the geese make just before they fly away?

4. Why do you think that the geese in the story about Sad Sam flew away while Sad Sam was watching them?

A word for your word bank:



IV. Birds

Hi, kids! Do you remember all the birds that I heard singing in the woods? I found a book about animal communication that told me about the songs that birds sing. Here is what I learned:

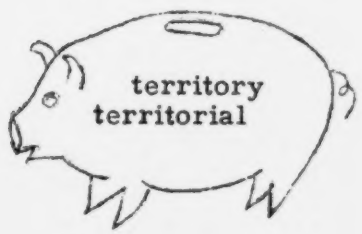
Robins have many different songs. Robins pick out an area which they think belongs to them. It is their territory. One of their songs tells other robins, "This is my area. Stay out!" We call this their territorial song. Here is a robin singing a song. It might be his territorial song.

A strange thing happens when another robin enters the territory. The first robin will change his song to a song of anger. We aren't exactly sure what the song says, but we know it tells the other bird to get out! Sometimes two birds will fight over a territory. Do you know how they fight? They do it by singing fighting songs. Instead of hitting or biting, they sing loudly at each other until one bird gives up and flies away. Don't birds have a funny communication system?

How Well Did You Read?

1. How does a robin tell another robin to stay out of his area?
2. Do birds have only one song? If not, what are some of the different kinds of songs they heve?
3. How do birds fight?
4. Do you think this is a good way to fight? Why or why not?

Words for your word bank:



WHO WOULD DO WHAT?

PURPOSE:

To review some of the characteristics of animal systems of communication.

MATERIAL:

Student lesson, "Who Would Do What?" to hand out to each student.

SUGGESTED PROCEDURE:

1. Read the directions for the review exercise with your students and make sure they understand them, particularly what is meant by all and none.

2. The exercise can then be completed in any of the following ways:

   a. In small groups by having students read the sentences and then record the answer the group decides on. Each group should then report to the class as a whole.

   b. Individually, after you have clarified the directions. Follow up with a class discussion.

   c. In a large group as an oral activity.

   The answers are:

   1. all
   2. geese, birds
   3. raccoons
   4. birds
   5. bears
   6. all
   7. bears
   8. raccoons, geese, bears
   9. none
   10. all

   (Note: These answers are limited to the data presented in lesson 2. They would be different if more information were presented. For example, bears also use sounds to communicate. If students are aware of other aspects of the communication of these particular animals, bring that information into the discussion.)

3. The section on applying what the student has learned can be completed in any of the ways listed under 2 above.

4. You may want to make a large wall chart or put a chart on the blackboard and have student answers transferred onto it. You could keep the chart up and encourage students to add to it whenever they learn something new about animal communication.

Human Language
Lesson 3
Student

Language C

WHO WOULD DO WHAT?

Find out how much you have learned about animal communication.

Directions: On another piece of paper number from 1 to 10. Read each sentence below. Write the name or names of the animals that would go in the blank to make the sentence true. Your possible answers are:

raccoons
geese
birds
bears
all
none

1. _____ can communicate.
2. _____ use sounds to communicate.
3. _____ use facial expressions to communicate.
4. _____ have fights by singing.
5. _____ mark their trails.
6. _____ can send and receive messages.
7. _____ let other animals know how big they are.
8. _____ use visual signals.
9. _____ use words.
10. _____ have a communication system.

Apply what you have learned

1. Write three facts that you know about how animals communicate.
2. Read about other animals and make a chart like the following and put in the information you find. Include the animals you have learned about already.

	Animals				
Way of communicating	Bear	Geese			
Body movements					
Facial expressions					
Sounds					

ANIMAL WATCHING

PURPOSE:

To help students discover through observation that animals communicate in response to an immediate stimulus.

MATERIAL:

An instruction sheet for students, "Animal Watching," a copy of which follows. Another copy is found in the Supplementary Material and should be reproduced for each student or made into an overhead transparency or a wall chart.

SUGGESTED PROCEDURE:

(Note: This lesson will take a period of time. You could assign it, then teach some other lesson while students are collecting their data for this one.)

1. Reproduce the student instruction sheet or put it on a chart or overhead.

2. Begin by trying to get students to state a hypothesis about what animals communicate about and why they communicate. Use the following questions to help students to make the hypothesis:

   What were the geese communicating about, something close at hand or something far away?

   Were they communicating about something happening right now or something that happened long ago or something that will happen far ahead in time?

   (Continue this line of questioning about each of the animals studied in lessons 2 and 3.)

   Warning: You are aiming for the hypothesis that animals communicate only about what is at hand and in response to an immediate stimulus, but since children at this level frequently attribute to animals all the abilities they themselves have, you may get a statement such as "Animals can communicate about anything." The purpose of the investigation, then, would be to see if they can find out whether or not the hypothesis is true. Let students state their own hypothesis and then test it. You should try to help them distinguish between what they think is true and what they can actually find out through observation.

All that we have been able to ascertain by available evidence is that animals communicate only in response to immediate stimuli. This is one way humans differ from animals. Animals have a more limited system in this regard.

3. After students have stated a hypothesis, explain that they are going to test it by observing animals over a period of time. Hand out the instruction sheet and explain it. Set a time limit on the period for investigation (three days, one week, or whatever seems reasonable). Students might like to work in pairs.

4. When students bring in their data, compile it on a chart like the following:

Animal	Reason for communicating
dog	hunger, happiness, ...
cat	fear, ...
etc.	

5. After you have entered all the data students have brought in, discuss such questions as the following:

   Could the dog, as well as the cat, communicate because of fear?

   Which animals could communicate for each of the reasons given?

   In each case, were the animals responding to something they were feeling at the time, or to something far away?

   Can you think of some things the animals didn't communicate about?

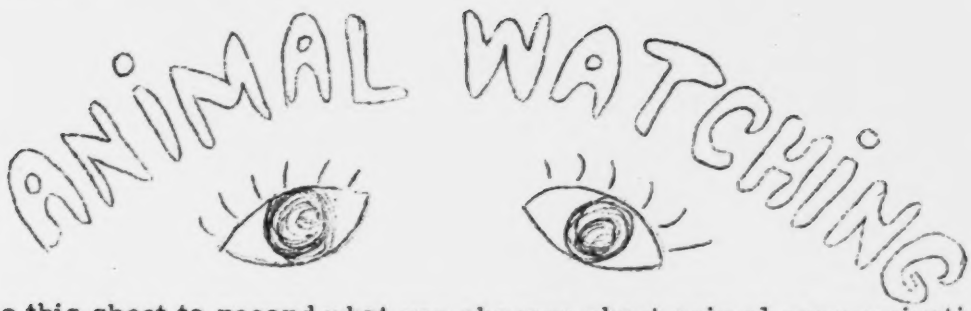
   Does the data support our hypothesis? (If not, what new statement can we make?)

   Can you communicate for any reasons that animals can't?

6. You might have a bulletin board in connection with this lesson. Title it COMMUNICATING NOW and put up headings such as "FOOD," "WARNING," "DISTRESS," "COURTSHIP," etc. Have students either clip out pictures of animals or draw the animals that communicate for each reason.

Human Language
Lesson 4
Supplementary Material

Language C



Use this sheet to record what you observe about animal communication.

Name of animal	How did it communicate	Why did it communicate

PEOPLE COMMUNICATION

PURPOSE:

To help students compare some of the characteristics of human language and animal communication.

MATERIALS:

Student lesson, "People Communication," to pass out to each student.

SUGGESTED PROCEDURE:

1. Hand out the student lesson and have students read the first section and then either write down or tell you what happened to Sad Sam. (Very simply, he got lost in the city, but you may get a variety of answers. Be sure to have students support their answers with facts.)

2. The second part of the lesson employs a drama technique. Students can either stay in their seats or, it you like, you can have them move out of their seats and carry out the activities. It is important, however, that their attention is focused on the kinds of communication which you will point out to them at each step.

   Read the following instructions to your class:

Reason	What you say:
(To set the mood:)	Close your eyes. You are lost in a large city. You hear many different noises. What are they? (Pause.) You are frightened. In fact, you feel like crying, but you can't.
(To help students visualize the setting.)	Open your eyes and look around. Remember you are still in the city and you are still frightened. What do you see?
(To develop the concept "Man can mark his trail.")	As you look around, you find some things that help tell where you are. What are they? (street signs)

(To develop the concept that man uses facial expressions.)	For some reason you can't hear anymore. But people are telling you things just by the looks on their faces. One person tells you to be careful. What does he look like? (Pause while students show you.)
	Another person tells you to be quiet. How does he do this? (Pause, while students show you.)
(To develop the concept that man uses body movements to communicate.)	Finally a person signals for you to come with him. How does he do it?
(To develop the concept that humans understand each other because they use the same system.)	Finally, you tell him where you live, and he takes you there. How can he do this? (He has the same communication system as you.)

3. The third part of the lesson can be done either in small groups or as an individual assignment. The sentences unscrambled are:

    1. People can mark their trails.
    2. People use facial expressions to communicate.
    3. People use body movements to communicate.
    4. People understand each other's communication system.

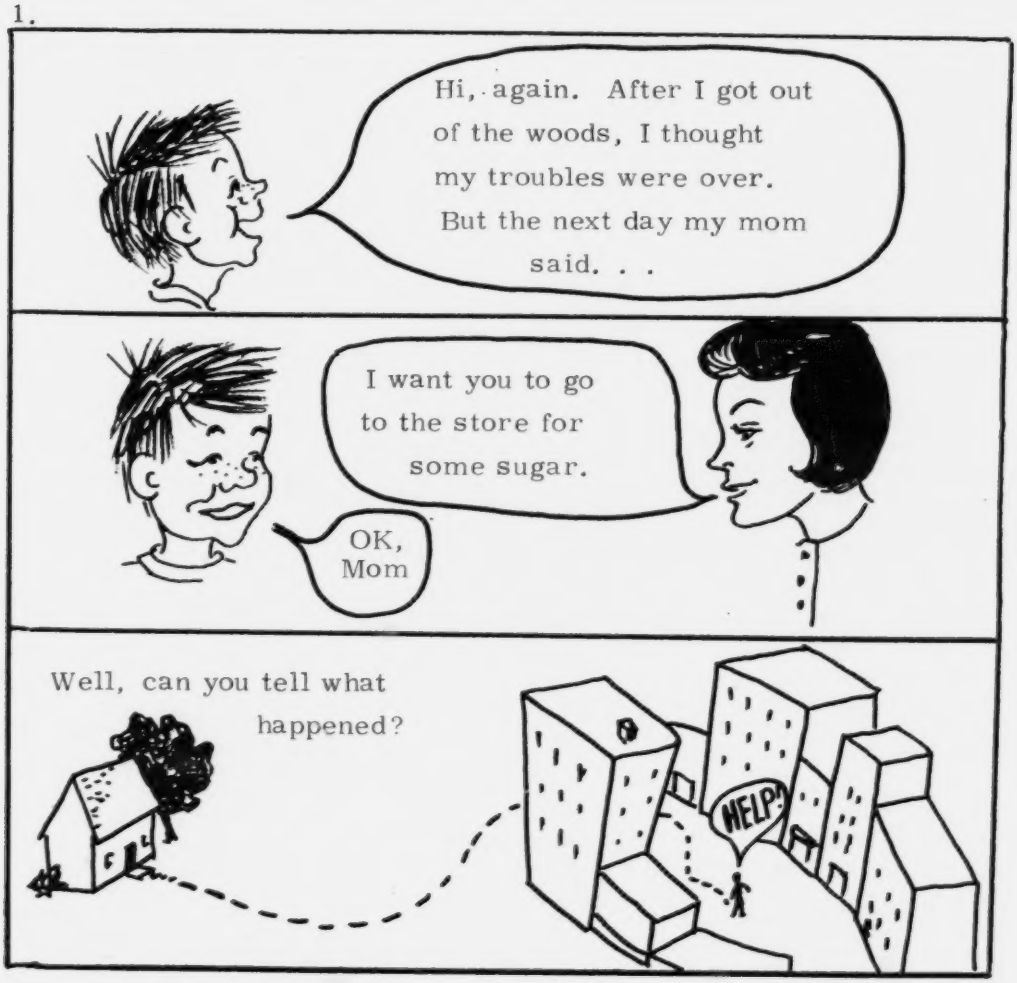
    Discuss the unscrambled sentences to reinforce the fact that the communication systems of people and animals are alike in many ways. Point out that people and animals can also do many of the same things: mark trails; warn of danger; explain what territory (home) is theirs; understand each other; etc.

Human Language
Lesson 5
Student

Language C

PEOPLE COMMUNICATION

1.


Hi, again. After I got out of the woods, I thought my troubles were over. But the next day my mom said. . .
I want you to go to the store for some sugar.
OK, Mom
Well, can you tell what happened?
HELP!

2. You are going to go with Sam. Listen to your teacher for instructions about the journey.

3.

I wonder if you learned as much as I did about how humans communicate. On another piece of paper unscramble the following sets of words to find out four of the things I observed.

1. mark can their people trails
2. to expressions people facial use communicate
3. people to use communicate gestures
4. system people each communication understand other's

Hint: The animals in lesson 2 could do all of these things.

WHO WOULD SAY IT?

PURPOSE:

To help students discover that man can use language to go ahead or back in time and that it is an unlimited system.

MATERIALS:

The student sheet "Who Would Say It," a copy of which follows. Another copy is found in the Supplementary Material and should either be reproduced for each student or made into an overhead transparency.

SUGGESTED PROCEDURE:

1. Use the student sheet in one of the following ways:

   a. Reproduce it for each student and either have them read it by themselves or read it with them. Then have them mark each statement with the symbol for man or the symbol for animal, or with both. Compare answers.

   b. Reproduce the sheet on a transparency and have students come up and draw the symbol for man or for animal or for both beside each of the statements. An alternative would be to have each student draw the symbols on small pieces of tagboard and when it is their turn to come up they could place the correct symbol beside the statement on the transparency.

   Note: You may want to add more statements to the list when you reproduce it. Have some statements containing concepts that an animal could also communicate, and have some related to time past or time in the future that only man can communicate.

   The responses to the sentences on the sheet are:

   1. man and animal
   2. man
   3. man and animal
   4. man
   5. man
   6. man and animal
   7. man
   8. man

   Notice that those that only man can communicate are related to time.

2. For a follow-up discussion ask:

   a. Can man do the same things with his language than animals can do with their communication systems? (Yes.) Give examples.

   b. What can man do with his language that animals can't do? (Answers may vary, but try to get students to see that man can use language to go ahead in time as well as back in time. He can communicate about things far away as well as near.)

   c. Can you make a statement that says how animal communication and human language are different? (Again answers may vary, but try to get students to say that animal communication is more limited.)

WHAT WE CAN DO WITH LANGUAGE

PURPOSE:

To reinforce the concept that human language is a necessary part of human life.

MATERIALS:

Slips of paper with sentences to hand out to each student. Prepare these ahead of time. There is no student material.

SUGGESTED PROCEDURE:

1. On separate slips of paper write the following messages, and hand one to each member of your class. Tell the students not to tell anyone else what is on their slip.

    1. I'm lost.
    2. Do you have any bananas?
    3. Get away, dog.
    4. This rock is big.
    5. I need help.
    6. I'm tired.
    7. Can you help me with my spelling?
    8. Starfish are pretty.
    9. My father is a teacher.
    10. Last night I had a scary dream.
    11. George has a goldfish.
    12. I am afraid.
    13. Milk tastes good.
    14. The answer was funny.
    15. The kitten won't eat.
    16. Come here.
    17. I'm bored.
    18. Stop where you are.
    19. Joe is my friend.
    20. The window is stuck.
    21. Man has walked on the moon.
    22. The Pilgrims came on the Mayflower.

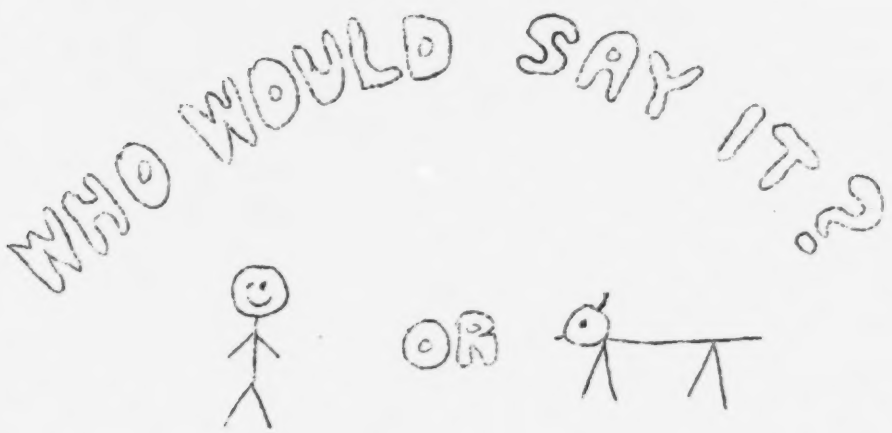
    Note: Make more if you have more students.

2. Either in the large group or in small groups have each student try to communicate the message on his card without saying a word. Other students will try to say what the message is. List all the messages that cannot be communicated without human

Human Language
Lesson 6
Supplementary Material

Language C

ANIMAL OR HUMAN



1. I am hungry.
2. Last week I saw a tree.
3. Oh! Here comes danger.
4. I live here.
5. Next week I'll go swimming.
6. Let's go now.
7. Next year should be warmer than this year.
8. On my last birthday I got hurt.

language. If students work in small groups, have someone from the group record the messages and report back to the large group.

3. On the basis of their attempts to communicate a variety of messages without language, ask students:

   How important is human language to us?

   What are some other things that we could not communicate if we didn't have language?

4. Have students draw pictures of some of the things language helps us do. Display the pictures on a bulletin board. Label the display "Language Helps Me."

POSSIBLE EXTENSION:

1. Have students write a composition on how it would be if we didn't have language.

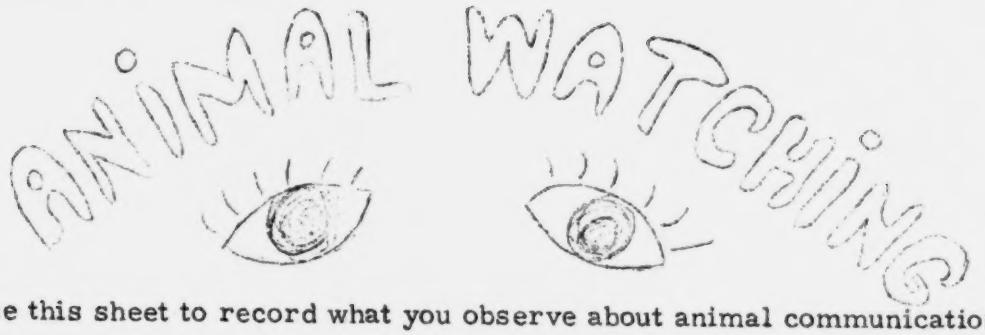
2. Have students collect pictures of activities that involve the use of language and make a collage of them.

3. Have students dramatize situations in which they cannot say a word.

4. When you have a few extra minutes play a game, the rules of which are that no one can use language for a specified number of minutes. If it is necessary to communicate, some other means must be found. Humorous situations will arise, but the concept that life as we know it would be very difficult without language should be reinforced.

Human Language
Lesson 4
Supplementary Material

Language C



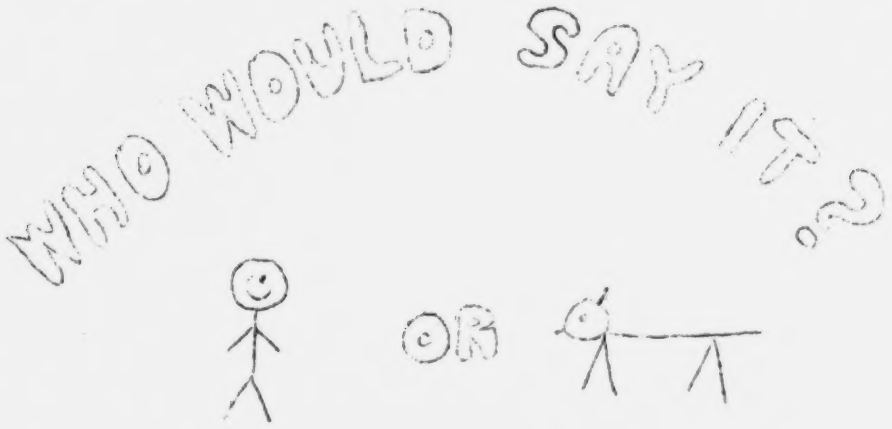
Use this sheet to record what you observe about animal communication.

Name of animal	How did it communicate	Why did it communicat

Human Language
Lesson 6
Supplementary Material

Language C

ANIMAL OR HUMAN



1. I am hungry.
2. Last week I saw a tree.
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5. Next week I'll go swimming.
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